

Kentucky Teacher

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Kentucky General Assembly

Education funding remains a priority

By Faun S. Fishback
Kentucky Department of Education

Public school funding continues to be a priority among Kentucky government leaders as the 2002 General Assembly session moves toward completion on April 2. In the budget Gov. Paul Patton presented to legislators on Jan. 22, spending for public schools in fiscal 2002-03 would remain at present levels and increase slightly in 2003-04.

A lean state budget proposed for the coming two fiscal years (2002-04) contains cuts to all areas of government. Across-the-board budget cuts have affected the Department of Education and other state agencies. However, the governor is protecting the \$3,066 base per-pupil funding of elementary and secondary education programs through SEEK (Support Education Excellence in Kentucky).

To make pay raises possible for school personnel, the governor's budget asks local districts to pick up the cost of a 2.7 percent salary increase (\$69 million) in 2002-03. In the governor's budget proposal, the state would provide for salary increases in 2003-04. At press time, leaders in

both the House and Senate are looking for ways for the state to fund the pay raises in both years of the biennium.

The governor also proposed that local school systems pay health insurance costs for teachers and other school employees whose salaries are

paid with federal money. School districts would pay about \$72 million over the two years for increased insurance costs.

In addition to wrangling over the budget, legislators are addressing many other public education issues. To learn more about the status of education leg-

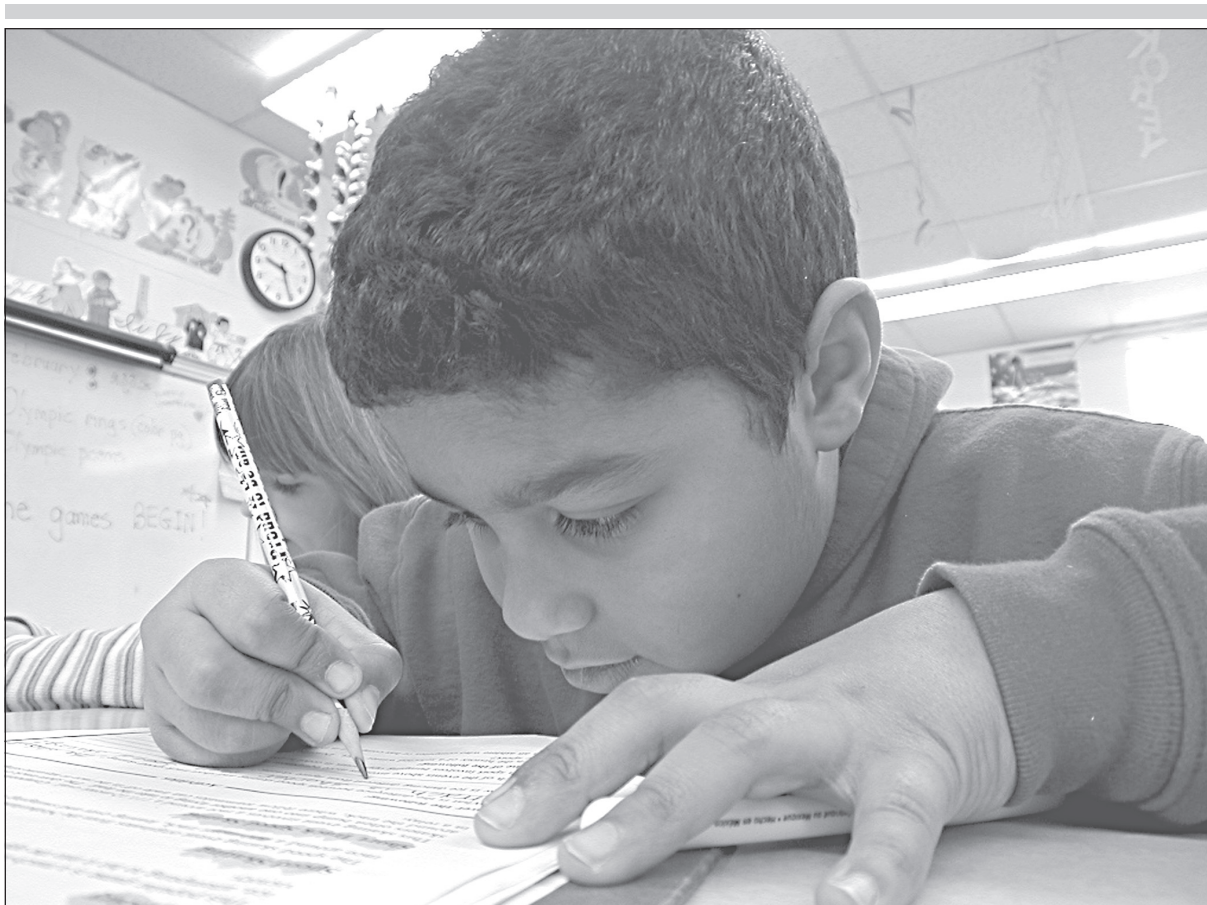
islation, go to the Kentucky Department of Education's Web site (www.kentuckyschools.org) and click on the "General Assembly" link. The link will take you to a page of summaries and status reports on proposed elementary and secondary education legislation. This page has a link to the Legislative Research Commission's "Legislative Record Online," a daily update of bills, amendments and legislative actions.

Another resource, the Kentucky Legislature Home Page (www.lrc.state.ky.us) provides access to schedules, visitor information, education materials about the legislative process, and a directory of legislators' names, phone numbers and addresses.

To check the status of a bill by phone, call toll free (888) 829-0021.

To leave a message for a legislator, call toll free (800) 372-7181. The TTY number for Kentuckians with hearing impairments is (800) 896-0305.

Mail a letter to any legislator at (Legislator's Name), Legislative Offices, 701 Capitol Ave., Frankfort, Ky. 40601. Send e-mail to a legislator using this address format: Firstname.lastname@lrc.state.ky.us.



Going for the Gold

Stevenson Elementary student Seth Washington strives to reach his personal best on a writing assignment related to the 2002 Winter Olympics in Salt Lake City, Utah. He was comparing two Olympic events: speed skating and short track. The Winter Games have been an instructional theme in schools throughout the state, the nation and the world. At this Russellville Independent school, students followed the Olympic flame's progress on a huge map, made artistic signs and banners, discussed the values of Olympic champions, learned the words for "hello" in different languages, and studied the culture and customs of nations participating in the games.

Photo by Rick McComb

Two national voices speak volumes about public education in Kentucky

By Gene Wilhoit
Commissioner of Education

Those of us with the good fortune to be living and working in Kentucky know how far we've come in our efforts to improve our public schools. In the past few months, two thorough and unbiased analyses of the nation's schools have given high marks to our efforts – and our results.

One analysis came from The Education Trust, an independent, nonprofit organization with a mission to make schools and colleges work for all students. The other came from Education Week, independent national publisher of news and information about K-12 education issues.

Education Trust

In December, The Education Trust reported findings from its first state-by-state analysis of high-poverty and high-minority schools. The report identified more than 4,500 high-poverty or high-minority schools that scored in the top one-third of all schools on their state assessment in reading or mathematics – or both – in the year 2000. One hundred and thirty high-poverty/high-achieving Kentucky schools were on that list, underscoring progress in our determination to close achievement gaps associated with socioeconomic factors. These schools add to the multiple forms of recognition our schools are receiving within the state and throughout the country.

The report, "Dispelling the Myth Revisited," analyzed the reasons why students at these schools outperformed many of their peers, including those in affluent communities. We can learn much from the schools' common characteristics:

- Extensive use of state and local standards to design curriculum and instruction, assess student work and evaluate teachers
- Increased instruction time for reading and mathematics
- Substantial investment in professional development for teachers

Commissioner's Comments

focused on standards-based instructional practices

- Comprehensive systems to monitor individual student performance and help struggling students before they fall behind
- Parental involvement in efforts to get students to meet standards
- State or district accountability systems with real consequences for adults in the school
- Use of assessments to help guide everyday instruction and allocation of resources.

To Kentucky educators, this list is sure to be familiar, because it is consistent with our own findings about high-performing schools in Kentucky.

Ed Trust has made its new data useful to all by posting a searchable online database. Educators in any school can search the database using

specific criteria – the percentage of students of specific minorities, for example, or the level of poverty – and get a list of successful schools similar in size or demographics to their own school. What a resource for low-performing schools looking for answers!

Education Week

In January, Education Week released its annual "report card" comparing public education state by state. On that report card, Kentucky was one of only three states to earn an A in learning standards and school accountability. (The others are New York and Maryland. Louisiana, Illinois, Florida and Massachusetts came close with A-minus scores.)

We didn't score as highly in all areas. We got a B-minus in the level of

revenue for public K-12 education. Our score for district-to-district equity of funding was C-plus, lower than our goal but placing us behind only eight other states in that category. I hope you'll skim the report, "Quality Counts 2002," to see how Kentucky fared in other areas. I think you'll be proud of where we are and encouraged about where we might be on future state-by-state comparisons.

Both of these national voices echo what we Kentuckians have been saying since 1990: Low-income and minority children can achieve at high levels, and standards-based instruction and accountability for student performance can empower every school and every student to succeed.

Congratulations, Kentucky educators. Even as we have worked together to meet challenges and cope with frustrations, we've recognized our own progress. Now the nation recognizes it, too.

To download a copy of "Dispelling the Myth Revisited," including state-by-state school achievement and demographic data, go to www.edtrust.org on the Internet. For the interactive database, click on "Dispelling the Myth Online" on that site.

To view "Quality Counts" online, go to www.educationweek.org/sreports/qc02/. To order print copies, check the Web site or phone (800) 346-1834.



Photo by Rick McComb

Thinking Globally

Exchange student Fan Zhou pauses from his work in a senior English class to chat with Education Commissioner Gene Wilhoit. The two were comparing schools in Kentucky and in Fan's home town in China. Wilhoit was on a visit to Walton-Verona High School, one of the state's 67 schools to qualify for rewards in each of the four accountability cycles completed since 1992.

Correction

A story in the December-January issue of *Kentucky Teacher* about two summer learning camps run by the Franklin County school district incorrectly identified Joy Barr of the Kentucky Department of Education as the story's author. In fact, the author was Wayne Dominick, communications coordinator for Franklin County Public Schools. *Kentucky Teacher* regrets the error.

Learning takes center stage

Lynn Camp humanities students act, sing and dance their way through Kentucky's core content

By Beth Dotson Brown
Forward in the Fifth

The students agree that Jill E. Bauer's humanities class at Lynn Camp High School in Knox County is a lot of fun. They get to dance, put on skits, and brainstorm ideas for props and sets.

As they exercise their creativity and expand their performing talents, they also learn about Shakespeare, the Impressionists and exploration in the middle ages. The class is both fun and closely aligned with Kentucky's core content. These students learn about important areas in the humanities, then teach others by performing variety-type shows based on what they've learned.

Bauer had been teaching humanities and chorus classes in traditional ways. However, since the Kentucky Core Content for Arts and Humanities requires her to present music, art, theater and dance as well, she decided to take a more creative approach to include all of those areas. She planned a new class for 2001-02 and named it "Spectrum." She auditioned students last spring and chose students based on their interest, dependability and ability to sing. Over the summer, she wrote skits that teach the performers and the audience some of the required core content.

"It's an enormous amount of work," Bauer said. She coordinates the students as they learn their lines and explore possibilities for sets and costumes. Lynn Prichard, a full-time substitute teacher at West Knox Elementary, has volunteered her time to teach students the dances they need to know for some of the skits.

One skit, "Tuxedo Timeout," features four students and their coach as he gives them a pep talk about dancing the Cha Cha. The skit takes a comic look at how characters Metal, Bruno, Mastif and Lugnut react as the coach tries to motivate them to understand different sorts of movement (locomotive and nonlocomotive) and to dance with their female partners. The skit ends

with 10 students performing the Cha Cha.

Junior Aaron Mitchell, who plays the role of the coach in "Tuxedo Timeout," said he finds this approach to be a fun and entertaining way to learn. Mitchell portrays an artist in another skit that presents an Emmy-Award-like show that recognizes the impressionist artist of the year. "You learn about how impressionistic art isn't exactly set by the traditional boundaries," he said.

In another skit, "Unsolved Histories," fictional character Fernando the Explorer is a dreamer who decides to sail off in a ship when his family in Italy still believes the earth is flat and he could sail right off the edge. Another student performer, Vicki Sullivan, said that students watching the show learn about different cultures.

The group gave its first full performance at the end of November and took the show on the road in December, performing for students in the Monticello Independent district. Other schools and districts can bring the Spectrum performers to their students. The only charge is for the cost of transportation. Spectrum students are busy raising funds for costumes and props and adjusting the skits to get their core-content messages across to their audiences.

Bauer hopes the class will go well enough to make it an annual offering as an applied humanities class. For now, the rehearsals continue as the female dancers get accustomed to dancing in high heels.

This article appeared in "Fast Forward" and is published with permission from Forward in the Fifth, an organization that provides educational opportunities in Kentucky's Fifth Congressional District. For details about Spectrum, contact Jill E. Bauer at jbauer@knox.k12.ky.us (or through the KETS global list) or at (606) 528-5429.



Photos by Rick McComb



In "Plays of Our Lives," Lynn Camp High School students (above) portray star-crossed lovers who argue because one suspects the other of having a dialogue with someone else. In "The Princess and the B," Professor Syncopate narrates as a king and queen devise a way to find their long-lost daughter by using the notes of the royal staff. Lynn Camp students perform 12 humorous skits to teach parts of Kentucky's core content in the arts and humanities.

Community gives to students in all the right ways

Elizabethtown business leaders adopt classes to support district standards

By Marlane Youngblood
Elizabethtown Independent Schools

Through months of research, a team of more than 50 Elizabethtown parents, business leaders and educators learned that the brains of young children are enhanced when certain skills such as music, foreign language and critical thinking are introduced.

Armed with new information about the way the brain works, and with strategic planning under way, Elizabethtown Independent Schools began to shape a new program named Vision in Progress. After just two years, educators and others in the community call the program one of the most innovative education plans in the district's 200-year history.

From the start, Vision in Progress called for an intensive community engagement plan. Since so many of the community leaders participated in the district's strategic planning committees, it was easy to include them in recruiting local businesses to be partners with local schools. The fact that the businesses were looking for ways to give back to the community paved the way for a win-win scenario and successful partnerships.

The district's education foundation marketing team began meeting with area CEOs. Team members included Paul Upchurch, the school district's superintendent; Marlane Youngblood, the district's media consultant; and arts and humanities coordinator Martha York. They asked the business leaders to come back to school, not with backpacks and schoolbooks but with briefcases and medical bags full of expertise from the world of work.

Businesses that have committed to classroom adoptions have been those in which the employees have a real love for teaching students. Focusing on lessons that are specific to the business



Photo by Marlane Youngblood

Kindergartner Patrick Carlisle smiles for the digital camera as Elizabethtown police officer Greg Samaras records a photo and fingerprint that Patrick's parents can have on file at home. Elizabethtown's city government and four businesses have adopted classes in the Elizabethtown Independent school district to support learning and connect students to the community.

world from which they come, the partners provide meaningful activities and rich curriculum.

Hardin Memorial Hospital adopted last year's kindergarten class – members of Kentucky's graduating class of 2013 – for a 13-year partnership. After the hospital's commitment, the number of partnerships grew quickly. In a matter of months, the district had calls from four other businesses. Educators were hesitant to take on that many new partners in such a short time, but they have learned that they were right to proceed.

The school district started out with a plan to recruit one business every year with each incoming class of kindergarten students. Now it has five long-term business partners who are

making a positive difference in the lives of students.

Following the hospital's lead, the other partners – the News-Enterprise newspaper, Elizabethtown City Hall, Altec Industries and Kentucky National Bank – adopted classrooms of students. The business community brings to the schools a wide variety of expertise, interest and commitment. Upchurch said he believes the community is “witnessing a redefinition of the role of business in education.”

Students say learning in a partnership setting is fun. Lexy Hazle and her 150 “Class of 2013” classmates at Morningside Elementary School recently spent a morning with a five-person team from Hardin Memorial Hospital. Lexy said she liked taking part in their discussion about how

important it is to be happy and healthy.

Shortly after Elizabethtown City Hall adopted this year's kindergarten class, Elizabethtown police officers came to school to talk with the students about safety. Using a computer-based identification program thought to be unique in the Elizabethtown area, the officers took a digital photo and electronic fingerprint of each student. They sent the identification information home for parents to keep.

The students look forward to visits from all the various city government departments, including police, fire and engineering. City government's main goals for the partnership are to teach students citizenship and appreciation for city government, increase student interest in lifelong learning and promote service to community, which these partners are modeling so well.

Teachers say the adoption program authentically connects students to the real world, which can be a challenge for educators.

American schools are moving into the realm of high performance at every level. The business partnerships will help Elizabethtown Independent's students enter the future with a higher degree of preparedness. With “getting to proficiency” echoing from all corners of Kentucky, business partnerships will help Elizabethtown teachers meet this goal – maybe a long time before year 2014.

Marlane Youngblood is a community relations and media consultant for Elizabethtown Independent Schools and a member of the Kentucky School Public Relations Association. For details about this partnership, contact her at (270) 765-6146 or myoungbl@etown.k12.ky.us.

Magnets do more than attract metal objects. They attract and hold the attention of Morgan Redmond and other 5-year-olds in teacher Nancy Boyd's science lab at Audubon Elementary in Jefferson County.

Boyd introduces entry-level primary students to science by encouraging them to satisfy their natural curiosity about the world. By exploring common objects in hands-on ways, the students are building a foundation for doing science, learning how science is used, and understanding how science is connected to other things in the world.

This year's entry-level primary students – Kentucky's high school graduates of 2014 – are getting off to a strong start in science. Here's how their learning relates to some of the scientific inquiry and physical science expectations they will encounter during their

school years, as outlined in "Program of Studies for Kentucky Schools":

Primary: Students will ask simple scientific questions that can be answered through observations; use simple equipment, tools, skills, technology and mathematics in science investigations; and use evidence from simple scientific investigations and scientific knowledge to develop reasonable explanations. Students will understand that properties (size, shape) of materials can be measured and used to describe, separate or sort objects and that magnets attract and repel each other

as well as certain kinds of other materials.

Grade 4: Students will design and conduct different kinds of simple scientific investigations; communicate designs, procedures and results of scientific investigations; and review and ask questions about scientific investigations and explanations of other students. Students will understand that electrical currents move through electrical circuits and that electricity in circuits can produce light, heat, sound and magnetic effects.

Grade 7: Students will identify and refine questions that can be answered through scientific investigations combined with scientific information; investigate characteristic properties of substances; examine chemical reactions between substances and recognize that the total mass remains the same and that substances are categorized by how they react; use science to evaluate the risks and benefits to society for common activities; and describe the effects of science and technology (such as television and computers) on society.

High School: Students will design and conduct different kinds of scientific investigations for a wide variety of reasons; use

equipment, tools, techniques, technology and mathematics to improve scientific investigations and communications; use evidence, logic and scientific knowledge to develop and revise scientific explanations and models; analyze atomic structure and electronic forces; and examine nuclear structure, nuclear forces and nuclear reactions (fission, fusion, radioactivity).



For more about what this year's entry-level primary students are learning, refer to "Program of Studies for Kentucky Schools." The document is available free of charge online. Go to the Kentucky Department of Education's Web site (www.kentuckyschools.org) and select "Program of Studies." It is also available for purchase from the KDE Bookstore. Select "Bookstore" on the department's Web site or contact Windy Newton at (502) 564-3421 or wnewton@kde.state.ky.us.



Photo by Rick McComb

Let's revisit the Kentucky Virtual Library

Welcome back to "New to the 'Net," a professional development series for teachers who want to use technology effectively for teaching and learning. In this lesson, expand your skills in using the Kentucky Virtual Library. Your guide is Jeanie Fridell, resource librarian with Jefferson County Public Schools' Gheens Professional Library and Library Media Services.

When you visit the online version of this lesson, you will discover how it can help you meet Standard X of Kentucky's Experienced Teacher Standards.

To locate this lesson online, go to www.kentuckyschools.org/newt, then click on "Lesson 2.5."

Lesson 2.5

Kentucky teachers and students have a unique opportunity to tap the vast resources of the Kentucky Virtual Library (KYVL), a great resource for research and for teaching reference and Internet skills. This internet-based tool is available at www.kyvl.org or via the link at the bottom of the Department of Education's home page at www.kentuckyschools.org.

Kentuckians can use the virtual library directly from any KETS-networked computer in their schools. They can also enter KYVL from their home computers by using the required "ID" and password available from any school or community librarian.

The Kentucky Virtual Library offers reference sources including encyclopedias, magazines and professional journals. From the opening gateway you can learn more about the site's rich resources.

The Information Skills Tutorial is designed to help the KYVL users develop information literacy and formulate research questions, develop effective research strategies, identify appropriate information sources, search electronic databases, evaluate information

and responsibly and ethically cite sources.

The tutorial begins with a guide for individuals who are new to the World Wide Web. The basic and advanced search techniques section provides useful tips for students and adult learners.

Teachers can learn how to help students realize the importance of citing sources in this introductory tutorial.

Many elementary teachers use and enjoy the Searchasaurus search tool. This user-friendly gateway is appealing for young students and fosters creativity. Additional elementary resources include the Grolier Encyclopedia Online, magazines in Spanish and the Kentucky Digital Library of primary historical documents.

The middle school and high school gateways provide catalogs and databases from EBSCO, which features access to more than 120 magazines of interest to middle school students. The school edition includes full-text articles from more than 460 general-interest and current-event magazines. More

than 159 newspapers with regional, national and international articles are available, plus health information from other online databases. Biographies and NoveList help students with school assignments and free-time reading.

The KYVL for Teachers area in-

books in Kentucky public, business or university libraries.

"New to the 'Net" started in the August 2000 issue of *Kentucky Teacher*. If you need copies of printed lessons, go to www.kentuckyschools.org/newt and click on the link to each Kentucky Teacher issue or send a request to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; kyteacher@kde.state.ky.us.

Susan Lancaster of the Department of Education's Division of School Instructional Technology is the mentor for this year's "New to the 'Net" series. E-mail your questions, comments and ideas to her at slancast@kde.state.ky.us (or through the KETS global list), or phone her at (502) 564-7168, extension 4542.



Newt's moving!



The little green mascot for the "New to the 'Net" professional development series is leaving the Department of Education's home page on the Web to make room for new information. To locate the complete "New to the 'Net" series, go to www.kentuckyschools.org/newt or select "New to the 'Net" in the drop-down menu on the home page.

Students get kicks out of HERO program

Tae Kwon Do classes teach Clark Elementary students respect and self-control

By Joy Barr
Kentucky Department of Education

Eleven-year-old Justin Garnett used to look at the ground when he was asked a question. Now he confidently looks adults in the eye when he answers, "Yes, ma'am" or "Yes, sir."

The change in behavior came after he began taking Tae Kwon Do classes. He and 14 other students at Paducah Independent's Clark Elementary School are members of the after-school HERO club. HERO stands for Helping Everyone Reach Outcomes. In a partnership between the school and a local business, chief instructor Ray Watkins and assistant Jason Strohkirch of Hwang's Martial Arts in Lone Oak teach the Tae Kwon Do classes. Funding for the program comes from the Kids Company One Family Resource Center and various local sources.

"You get to exercise and learn new steps and techniques," said Garnett, a 5th-grader. "It changed the way I act and the way I had an attitude and fought with people."

HERO club sponsor Karen Armstrong, who teaches 1st grade at Clark Elementary, started the program by taking six students to summer classes at Hwang's Martial Arts. Nine more students joined after-school sessions in September.

The students had exhibited discipline problems at school, noted Armstrong, who also participates in the classes. "We're trying to prevent children from being suspended from school," she said. "There really has been an improvement. Suspensions in this group of students have decreased about 20 percent, and much credit is given to the Tae Kwon Do program."

She said some people mistakenly assume "that if the students get good at kicking, they'll go to school and kick people. However, the program teaches them self-control and discipline. It is the ultimate goal to have this self-control carry over at school."

Sara West, principal at Clark Elementary, and Jay Buckley, assistant principal, used behavior referrals to select the students who participate in the program. "We wanted to find a way to keep the students in school," West said. "It has been noted by some of the teachers that student achievement has increased with this group of students. We also have had fewer disciplinary problems."

Most of the students have earned the white belt, the first level of achievement, which means they have learned respect. Some have achieved yellow (second level) and orange (third level) belts.

Armstrong believes the belts signify success for the students. "I want to keep this going until all of them have black belts," she said. "I won't let them quit. We're going to keep it up and add more students. Other schools have expressed interest in it, too."

In fact, students from the district's Cooper-Whiteside Elementary recently joined Clark Elementary students in the HERO program.

Garnett, who has an orange belt, has even higher aspirations. "I want

to go as far as Instructor Ray," he said. Ray has a fourth-degree black belt.

The students now have a touring demonstration team. Each student who receives fewer than five marks for inappropriate behavior in school for a one-week period can participate. The team goes to various schools to give Tae Kwon Do presentations. Armstrong said the students consider participation in this program a reward, "something they can work toward that the other students cannot."

Armstrong says she sees positive results from HERO but wants to be realistic in her assessment. "We as teachers are sometimes asked to give instant proof that a program works," she said. "I can see that some of the (participating) students have made incredible improvements in behavior and achievement, while others still have a long way to go. We will need to follow these students for years to come to see if the martial arts will make a difference over the long term."

For more information about the HERO program at Clark Elementary, contact Karen Armstrong at (270) 444-5730 or karmstro@paducah.k12.ky.us.



Gage Owens, a 5th-grade student at Clark Elementary in the Paducah Independent district, kicks a board during a "kick-a-thon" fundraiser for the school's HERO program. HERO teaches students self-confidence and self-control. The program gets credit for a drop in disciplinary problems and suspensions at the school. (Photo courtesy Paducah Independent Schools)



Corbin film/video festival will showcase student work

If your school district's students are involved in video production, the Corbin Independent Film and Video Festival may be an excellent way for them to showcase their work. The festival will bring young filmmakers together to present their works and compete with other students in their own age groups (elementary, middle, high school and college).

Competition categories include narrative/short story, documentary, music video, informational/promotional, abstract/experimental/animation, commercial, and news/sports feature.

The entry deadline is April 5. The festival will present selected productions and announce winners on May 2 at Corbin High School.

Details are available online at www.corbinreachproject.org or from Mark Daniels at (606) 528-1303 or mdaniels@corbin.k12.ky.us. If addressing e-mail through the KETS global list, be sure to select the Mark Daniels with the Corbin school district.

Test scores at Middle Fork Elementary

Here's how one low-scoring school made a 24.1-point leap in scores on the Kentucky

By Faun S. Fishback
Kentucky Department of Education

A year ago, Principal Marilyn Ruth Montgomery and teachers at Middle Fork Elementary cringed when they heard the words “Level 3 school.” It was demoralizing, Montgomery said, to be identified as a faculty member at a school that scored in the lowest one-third of all schools taking the 2000 Kentucky Core Content Tests.

Today, those same Magoffin County educators are being identified for a different reason. After hitting what most agree was their lowest point as educators, the teachers – and their students – have bounced back with a vengeance.

As the saying goes, they took lemons and made lemonade. The school’s 4th- and 5th-graders posted a 24.1-point increase in test scores on the spring 2001 state tests, one of the largest increases recorded in the state.

Montgomery and the teachers at Middle Fork can’t point to one reason for the dramatic upswing in test scores. However, they do know that the state’s scholastic audit process, the audit team’s recommendations and the help of highly skilled educator Susan Nichols combined to help the staff and students make changes that resulted in higher test scores.

“The audit was good for me as a principal,” said Montgomery, now in her third year as the school’s leader, “and good for the staff. It has made us focus on the students first.”

As required, every Level 3 school in Kentucky received a scholastic audit last winter. An audit team observed and evaluated each school’s teaching practices, learning environment and academic performance. Each team recommended “next steps” for improvement.

Nichols, a middle school science teacher from the Russell Independent district, was the highly skilled educator on the Middle Fork Elementary audit team. She remains at the school to help teachers implement the team’s recommendations and to serve as a resource for the faculty.

When she arrived at Middle Fork, Nichols said, teachers were aware of Kentucky’s Core Content and Program of Studies but used textbooks rather than the Kentucky-specific curriculum documents to drive their instruction. Most teachers taught behind closed doors and rarely collaborated on instruction. They also didn’t have high expectations for their students, Nichols observed.



Intermediate teacher Melinda Owens (standing) and Susan Nichols, the highly skilled educator assigned to Middle Fork Elementary, ask students about their mathematics computations during a classroom activity.



Alexis Minix glues pieces of paper into a three-dimensional shape as upper primary teacher Dennita Patrick (kneeling) helps Middle Fork student Jenna Patrick work on a different shape.

Photos by Faun S. Fishback

Primary bounce back with a vengeance

Core Content Tests

Setting priorities for change

The faculty decided on three priorities for the 2000-01 school year:

1. teaching core content
2. setting higher expectations for students
3. making students accountable for their learning.

Teachers began making instructional changes by looking at what and how they were teaching, Nichols said. They developed lesson plans using Kentucky's core content and program of studies.

Through this process, upper primary teacher Dennita Patrick said, "I realized I probably didn't focus enough on core content and how I delivered the concepts to my students. This reinforced for all of us what we weren't doing and what we needed to do."

The faculty rearranged schedules with common planning times and found ways to embed professional development in their jobs. Content specialists now provide training after school and return the next day to work with teachers in their classrooms and during planning periods.

"We're doing so much," said Melinda Owens, who teaches mathematics, science and writing to 4th- and 5th-graders, "but we're not working harder, we're working smarter. The difference is we're more focused in everything we do. The whole staff is working together."

Working together led to other changes at Middle Fork. Teachers opened their doors and began sharing teaching strategies. At every grade level, teachers took responsibility for 4th- and 5th-grade assessment. Some became writing mentors for 4th-graders. Others asked for new teaching assignments that would put their content knowledge to better use in getting students to proficiency.

Rather than feeling overwhelmed, teachers saw the pieces of the puzzle fitting together. Nichols said the turning point came when groups of teachers visited high-achieving schools similar to Middle Fork — rural, participating in Title I programs and with high percentages of students eligible for free- or reduced-price lunches.

"The teachers saw other teachers doing some of the same things they were doing at Middle Fork, and that boosted their self-esteem and morale," Nichols said. "They realized that everything they were doing wasn't off track. They also were able to bring back a lot of ideas for improvement in other areas of need."

Student Accountability

Everybody talks about it. Middle Fork Elementary makes it happen, with positive results.

A vital factor in an academic turn-around at Magoffin County's Middle Fork Elementary is how teachers are exciting students about learning at high levels. Principal Marilyn Ruth Montgomery says that getting to proficiency and beyond is now a responsibility shared by everyone, including the students.

Teachers and students alike "talk the talk and walk the walk." In class, teachers discuss core content in terms of what students are expected to learn. "We were killing ourselves teaching," said intermediate-grades teacher Melinda Owens, "and the students were just floating along. This makes them more accountable for their learning."

Middle Fork students know what novice, apprentice, proficient and distinguished work looks like, and they use that knowledge to set personal goals on assignments. Teachers show students strategies for achieving at their highest levels, becoming better writers and sharpening their critical thinking skills. Through school- and PTA-sponsored events, parents, too, are learning about core content, performance categories and academic performance standards.

"We didn't have high enough expectations of our students," said primary teacher Dennita Patrick. "Susan (Nichols, a Department of Education highly skilled educator assigned to assist with the school's improvement efforts) showed us we need to push a little harder. Now students are more excited about learning. They have a goal to reach, and they are striving to keep working toward it."

Students agree. "You push us more, and we learn more!" explained 5th-grader Jacob Chiow.

Students want to achieve

To make students more accountable, Nichols sits down with each student and looks at his or her records. They discuss classroom grades and how factors such as missing school can affect their grades.

Fifth-grade teachers also talk with each student about the previous year's core content test results and what that student must do to get to the next performance level.

Owens said she believes this helps students understand that test scores really mean something.

Owens often reads open-re-

sponse answers aloud without identifying the writer. Students hold up cards (marked 0, 1, 2, 3 or 4) to score the assignment. They must be able to use a scoring rubric to explain the score they give each piece.

This exercise gives students an opportunity to hear their open-response answers out loud and get feedback from their peers. "You would be surprised what students can learn from each other," Owens said. Even struggling students begin to see the difference between developing an answer and developing a proficient answer, she added.

Owens and Lori Salyer, another 4th- and 5th-grade teacher, use the same approach in writing. After hearing a writing piece, students score it and explain their scores in terms of idea development, audience, purpose and word choices.

"We're really working smarter by making all of our students aware of what they will have to do to reach proficiency," Owens said. "By the time today's primary students are 4th- and 5th-graders, they will have been using these strategies for years."

Knowing these strategies has paid dividends. This fall, 39 intermediate students received trophies for proficient and distinguished work on the 2001 Kentucky Core Content Tests. The school's "Hall of Fame" lists the names of high-achieving students. Montgomery prominently displays distinguished student work on the "Principal's Pride Board." Photos of the honored students accompany their work.

The desire to achieve runs high at Middle Fork Elementary from the principal's office to the Head Start classes, thanks to changes put in motion in response to the Level 3 designation.

"A lot of the things we've done were not big things that teachers couldn't have done in their classrooms without direction from a highly skilled educator. We had just hit a wall and needed someone like Susan (Nichols) to point out places we could improve," said Owens, the intermediate teacher. "Many of the things we did to improve our instruction were simple, like re-

focusing the way we taught a concept to address different learning styles."

Want to know more about Middle Fork?

Contact Principal Marilyn Ruth Montgomery, distinguished educator Susan Nichols, or teachers Dennita Patrick or Melinda Owens at (606) 349-3398 or by e-mail through the KETS global list.

To learn more about the scholastic audit/review process, contact Tom Peterson in the Office of Leadership and School Improvement at (502) 564-2116 or tpeterso@kde.state.ky.us (or through the KETS global list).

Need more teachers? Try growing your own!

By Fran Salyers
Kentucky Department of Education

While education advocates everywhere are sounding the alarm about a dwindling supply of K-12 teachers, some Kentucky schools are taking steps toward meeting the local demand. They're growing their own!

These schools are identifying students with the potential to become effective teachers and giving them opportunities to try teaching on for size. Those opportunities often come through school-based chapters of Future Educators of America (FEA).

FEA, sponsored by Phi Delta Kappa International professional educators' organization, invites middle school and high school students to explore careers in education. Many of today's teachers were members of another organization, Future Teachers of America, when they were in high school. That organization was so effective in recruiting students into the education profession that the supply of teachers began to exceed demand. Without a purpose, "Future Teachers" faded away in 1969. Now that the demand for teachers is again larger than the supply, the new FEA is gaining momentum.

FEA's national focus is on two groups: students who want to become teachers and those who could become great teachers but haven't considered the profession. Participating Kentucky schools also focus on a third group: underachieving but capable students who can succeed with the right motivation and career goals.

Last year, Madison Central High School teachers Ella Campbell and Bari Conder started an FEA chapter to introduce interested students to opportunities in teaching. A high percentage of the chapter's participants represent minority populations.

"This is significant," Campbell says, "because in Kentucky we have a shortage of minority teachers."

Some participants are students who don't join other clubs, she said.

"We call ourselves an organization, not a club, because 'organization' sounds more open and inclusive."

Campbell and Conder encourage FEA students to reach for the grade-point averages they will need to enter teacher preparation programs at Kentucky colleges and universities. The students mentor each other in their quest for higher grades. They visit college campuses and investigate scholarship opportunities.

Several activities introduce the students to teaching. For example, in a "book buddies" program at Daniel Boone Elementary, FEA members listen to the younger students read and then discuss the stories with them to help with reading skills and reading comprehension.

"I want them to get a feel for what teaching is really like so they can decide if teaching is for them," Campbell said. "I want to dispel the myth that so many of them have: that teachers 'have it easy.' Before they commit to a career in teaching, they need to know how difficult and how serious teaching is."

One of Campbell's challenges is setting up opportunities for job shadowing. FEA activities are extracurricular, so no school funds are available for transportation and other costs. Campbell and the students are looking at fundraising options. They hope to travel to future state and national FEA conferences.

"Some of these kids are really gung ho about teaching," Campbell said. "I want to give them every head start I can."

At Clark County's George Rogers Clark High School, FEA is now in its second year. Students there have opportunities to shadow teachers for a full school day.

"The 'shadowed' teachers have those students doing everything that a teacher would do," said teacher and chapter sponsor Sharron Oxendine. "The FEA members love it! At the elementary level, they read, they play, they wipe noses and dry tears. Last year, a couple of the students continued to help the teachers even after the initial experience was over. They got a great look at what teaching is all about."

At Pulaski County High School, teacher Jackie Rogers guides a group

of 10 students in the school's second year of FEA activities. Rogers sees FEA as an opportunity to focus on the quantity and the quality of future teachers.

"We need to encourage those who would be 'good' teachers to take up the torch," she said. "I want our top students to realize that teaching is a wonderful profession as worthy of serious consideration as any other career."

Like most FEA sponsors, Rogers wants more information about chapter successes in other schools in Kentucky and the nation. For now, she strives to encourage membership by making chapter activities both instructive and fun. She took 40 students to Eastern Kentucky University's Future Teacher Day last year.

"We are also giving our club Greek letters and putting them on rugby shirts to give it more of a college feel," she said. "The kids love it!"



Tyesha Jackson, Magan Kenney and Jamie Hislope are three of the students at Madison Central High who participate in Future Educators of America to explore the possibility of careers in teaching.

Photo by Rick McComb

‘Future Educators’ chapters set out to solve the teacher shortage. Along the way, they’ve become tools for boosting student learning and closing the achievement gap.

Do the math

(Kentucky data for the 2000-01 school year)

Number of public school teachers working full-time (or equivalent): **40,790**

Number of teachers eligible for retirement: **13,460**

Average number of teachers retiring each year: **2,500**

Number of emergency certificates issued:* **1,432**

Number of graduates of teacher education programs: **2,356**

Projected number of teacher education program graduates:
2001-02 – **2,403**
2002-03 – **2,451**
2003-04 – **2,500**

* The Kentucky Education Professional Standards Board issues emergency certificates to permit districts to fill positions for which no certified teacher is available.

Sources: Kentucky Department of Education and the Kentucky Education Professional Standards Board

In a Future Issue . . .

Jefferson County Public Schools began its Minority Teacher Recruitment Project in 1986 at the college level and extended it into the high schools two years later. In the 2002-03 school year, Jefferson County will launch a future-teacher magnet program offering high school classes in education theory and practice, teacher shadowing and field experience. In a future issue, *Kentucky Teacher* will spotlight the success of Jefferson County’s project.

Want FEA in your school?

According to Jim Fogarty, associate executive director of Phi Delta Kappa International, Kentucky has 47 chartered FEA chapters (13 in middle schools and 34 in high schools) and more than 200 operating clubs that have not officially joined FEA. Nationally, 2,000 clubs have an estimated 45,000 members.

Want to consider FEA in your school? Start with these steps:

- Learn more about Future Educators of America by reviewing information at www.pdkintl.org (click on “FEA”).
- Talk with others locally to generate interest in starting a chapter.
- Examine local needs, discuss how a chapter can help meet those needs, and begin to involve students in planning.
- Talk with FEA sponsors and student participants at schools with FEA chapters, or contact Carol Gabbard, FEA project manager for Eastern Kentucky University, at cgabbard@email.com or (859) 623-6339.
- Contact Phi Delta Kappa International and request the 175-page handbook for advisors. The cost is \$25 plus shipping. Check the Web site; write to the organization at P.O. Box 789, Bloomington, IN 47402-0789; or call (812) 339-1156 or (800) 766-1156.

‘Cheerleader’ Gabbard rallies support for future-teacher efforts in Kentucky

In Kentucky, the head cheerleader for the Future Educators of America program may be Carol Gabbard. Attracting promising secondary students to the teaching profession is both her job and her mission.

Speaking as a recruiter of education majors for Eastern Kentucky University, a member of the Kentucky Board of Education and the board’s representative on the Kentucky P-16 Council, Gabbard says two things are certain:

- Kentucky’s demand for qualified and committed teachers is bigger than the supply.
- The supply will shrink even further unless Kentucky takes immediate and effective steps to recruit and train more teachers.

“Local school districts tell me they get only a handful of applications for teacher openings when at one time they received as many as 80,” she said. “At the same time, we have the highest number of teacher retirees ever. One-third of our teaching force is eligible for retirement right now. Where will we get teachers to replace them?”

Gabbard promotes FEA as an effective tool for stimulating interest in teaching, especially in rural



areas. “When young people in those communities go away to college and want to return home to work, teaching is the best – sometimes the only – professional job option they have,” she said.

She recommends a focused sequence of teacher preparation programs, starting at the middle school level. The sequence would have four tiers:

- FEA organizations encouraged or required in all middle and high schools.
- Teacher academy or high school programs offering education classes for future teachers and opportunities

for field experiences, perhaps with provisions for dual high school and college credit.

- Kentucky Career and Technical College system programs leading to associate degrees in education for teacher aides and substitute teachers.
- College and university four-year education degree programs adjusted to build on the experiences students gain in high school or two-year career college programs.

To contact Gabbard, send e-mail to cgabbard@email.com or phone (859) 623-6339.

KTLC, March 7-9

Conference expands to offer more than 300 sessions and 220 exhibits on education ideas and issues

The focus will be on success for all students at this year's Kentucky Teaching and Learning Conference, scheduled for March 7-9 at the Kentucky International Convention Center in Louisville. Under the event's "Pathways to Proficiency" theme, more than 300 sessions and 220 vendor exhibits will offer strategies for teaching and learning in all content areas and all grade levels.

KTLC Program Chair Charlotte Chowning says this year's event will include something for everyone, from P-16 educators and administrators to media and technology specialists, school and district office personnel, parents, school council members and student technology leaders. This year's agenda will also cover issues such as equity, achievement gaps, reading initiatives and technology-supported learning. One strand will feature "Technology Programs that Work," spotlighting heavily researched technology strategies that have been proven to increase student learning.

Another plus this year, Chowning said, is a more comprehensive approach to education equity and closing the achievement gap. The Department of Education's Division of Equity has planned two mini-conferences within KTLC: Title IX Academics, Athletics, and Gender Equity: Looking Toward the Future; and The Equity Environment.

Once again, the conference will feature several nationally acclaimed education experts plus exhibits sponsored by more than 220 hardware, software and adaptive technology companies; technology and distance learning consultants; curriculum materials developers and other vendors.

Agenda and registration information is available online through the conference Web site at www.kentuckyschools.org/ktlc or from Roseanne Wise at (502) 564-7168 or rwise@kde.state.ky.us.

KET program to feature *Kentucky Teacher* photographer McComb

A segment of KET's "Kentucky Life" program on March 23 will feature *Kentucky Teacher* photographer Rick McComb and showcase his award-winning work. McComb has captured images of public education throughout the state since 1978.

In the 4- to 5-minute segment, McComb tells why he sometimes "takes pictures" without any film in his camera and how he selected the photos for his "Faces of Reform" award-winning exhibit. A KET crew follows McComb on the job as he photographs students in their classrooms.

KET broadcasts "Kentucky Life" each Saturday at 8:30 p.m. (ET). Check local listings to determine the correct television channel in your area.



Photo of Rick McComb



What's New?

Get month-by-month tips and ideas online

Each month, the Kentucky Department of Education's "What's New?" Web page offers links to annual celebrations, historic events and biographical information on interesting people. "What's New?" also links to news about conferences, education publications, lesson plans and classroom activities.

The "What's New?" editor, Faun S. Fishback, updates the page weekly. To find this resource, click on the "What's New?" icon on the department's home page (www.kentuckyschools.org) or go directly to www.kentuckyschools.org/shared/whatsnew/.

"What's New?" for March will include links to resources related to these events:

- **National Women's History Month** – The National Women's History Project (www.nwhp.org/) offers biographical information about famous women. Women in History (www.womeninworldhistory.com/) has biographies, lessons and samples of curricula.

- **National Nutrition Month** – This year's theme is "Start Today for a Healthy Tomorrow." Visit www.eatright.org/nnm/nnm02fact.html.

- **National School Breakfast Week** – The slogan for March 4-8 is "School Breakfast: Join the Club." Go to www.asfsa.org/meetingsandevents/nsbw2002/ for details. Find nutrition games at <http://exhibits.pacsci.org/nutrition/default.html>.

- **National Music in Our Schools Month** – The National Association for Music Education offers lesson plans and activities, including the "world's largest concert" scheduled for 1 p.m. (EST) on March 14 on PBS. Learn more at www.teachervision.com/lesson-plans/lesson-8591.html.

- **Read Across America Day** – Join honorary chairperson Garth Brooks on March 1 to celebrate reading and the birthday of children's book author Dr. Seuss. Find information and ideas at www.nea.org/readacross/.

- **National Agriculture Week** – The first day of spring (March 21) is National Agriculture Day and the anchor for National Agriculture Week (March 17-24). Go to www.agday.org/ for information. The Kentucky Department of Agriculture's Web site links to a poster and essay contest. Find details at www.kyagr.com/enviro_out/education/index.htm.

- **St. Patrick's Day** – Learn more at www.historychannel.com/exhibits/stpatricksdays/.

KET launches dance series based on Kentucky core content

A new instructional series produced by KET explores why people dance, what dance is and how dances are created. The “DanceSense” series includes 10 programs, each 15 minutes in length, based on Kentucky’s core content for dance in grades 5-10 and the National Standards for Arts Education in Dance.

“DanceSense” looks at dances of various cultures, ethnic groups and historical periods. Students observe and learn from choreographers, “tappers,” ballet dancers, modern dancers, folk dancers, jazz dancers and young dancers just starting out. Also included are people who teach or write about dance or accompany it on their instruments.

KET invited schools to tape “DanceSense” from 2:15 to 2:30 p.m. (1:15 to 1:30 central time) on Thursdays from Feb. 14 through April 25 on KET Star Channel 703. To serve those who have missed the early programs, KET’s Tape Distribution Service offers the entire series on tape for \$37.50 plus \$4.95 shipping. To order, call (800) 945-9167. Before ordering, check with your school’s KET coordinator or library media specialist, who may have taped the series from a block feed in January.

For a list of series topics and a downloadable teacher’s guide, visit www.ket.org/dancesense on the Internet.

For more information, contact Marianne Mosley at mmosley@ket.org or (859) 258-7237.

Contest calls for entries from student poets

The Kentucky State Poetry Society invites students to enter this year’s poetry contest. Each entry will compete in the appropriate grade-level category.

All entries must be the original work of the entrant, unpublished, not entered in a concurrent contest, and not a winner of a cash prize in previous contests. The entry deadline is June 30. There is no entry fee.

Winners and runners-up will receive small cash awards at the society’s annual meeting in October. The society will publish the winning poems in its poetry journal, “Pegasus.”

For details, visit <http://windpub.org/ksps/student.htm> on the Internet. For direct assistance, contact Carol Scott by e-mail at tcscott@email.kcc.edu (preferred) or (606) 474-2513.

“Music! Words! Opera!” workshops coming in July

The Kentucky Opera has set July 22-26 for teacher workshops in its “Music! Words! Opera!” program. This program trains teachers to guide middle and high school students through the process of creating and performing their own operas.

Teams of two teachers from each participating school receive intensive professional training at the summer workshop on the campus of the University of Louisville. They then incorporate opera into their curriculum and guide students through the creative process. Kentucky Opera provides artist consultants who work directly with the students. The program culminates each year in a public performance showcasing the student operas.

To register for participation in this summer’s workshop, call Mary York, manager of education programs, at (502) 561-7925 or (800) 690-9236, or send e-mail to mary_york@kyopera.org. The registration deadline is June 1.

To see the results of the 2001-02 program, attend the culminating performances starting at 7 p.m. on April 16 at the Brown Theater in downtown Louisville. Students from South Oldham High and three Jefferson County high schools – Jeffersontown, Louisville Male and Ballard – will present their original operas. Admission is free of charge. Contact Mary York for details.

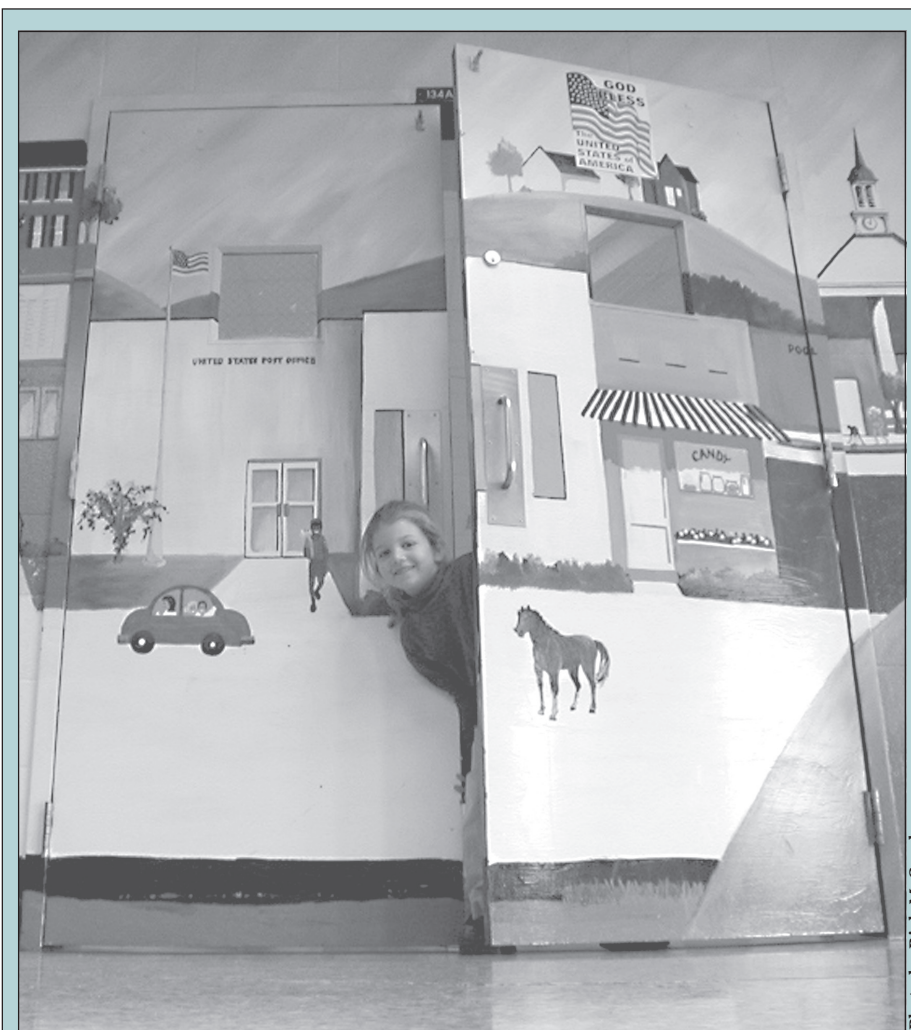


Photo by Rick McComb

LOOKING AROUND BARDSTOWN

Bardstown Elementary first-year primary student Makenzie Perry peeks around a door in a hallway mural featuring scenes of her community. The school’s former art teacher, Lori McQuery, and teacher Kathy Birkhead (now retired) began the mural six years ago. They originally intended to decorate the school’s lobby but extended the project through the cafeteria and library. The art has become a tool for teaching in many content areas, including local history. Principal Jack Jones says the colorful, community-focused murals are popular with students and parents and give visitors a “wonderful first impression” of the school.

Science Center announces two teacher institutes

The Louisville Science Center will offer two summer institutes to help teachers teach science content through hands-on labs that stimulate creativity and learning. Both institutes provide content aligned with Kentucky’s Core Content for Assessment and student performance standards.

The Early Childhood Institute, designed for teachers of students in the 4-8 age range, will be July 15-19. The Teacher Institute, for teachers of grades 3-8, will be July 22-26.

Teachers can attend as many days as they want and may choose from various content areas in the life, health, physical, space and natural sciences. The institute faculty will include board members of the Kentucky Science Teachers Association, local chemists, meteorologists, classroom teachers and science coordinators from the Louisville Science Center.

To request more information or register, phone (800) 591-2203, extension 6567, and ask for the workshop coordinator. Information is also available at www.louisvillescience.org.

Certification records now posted online

Educators and the general public now have online access to certification records held by the Education Professional Standards Board.

Through the board's new "Teacher Certification Inquiry" (TCI) service, the public can search certification records by educator name, school or district. TCI lists valid certificates and endorsements held by a teacher or administrator and what jobs those certificates allow that educator to do in Kentucky's public schools.

Using the new service, parents and others can easily check a teacher or administrator's certification record online. While this information has always been public record, citizens previously had to request it by phone or in writing.

The service also simplifies the process for district personnel seeking certification information for hiring and assignment purposes. TCI lists the subjects and grade ranges a teacher or administrator has the board's permission to teach or oversee.

The site does not release to the public any personal information such as addresses, Social Security numbers, telephone numbers or certification test scores. A secure portion of the site includes details administrators need for hiring and assignment purposes, but that portion is accessible only through a log-in code supplied by the Education Professional Standards Board staff.

For public access to this new service, click on the TCI link on the board's home page at www.kentuckyschools.org/otec/epsb.

For access to secured information, school district administrators may request a log-in code from Paula Kinsolving at (502) 564-9479 or pkinsolv@kde.state.ky.us. TCI is not the board's official record. To request an official record, contact Allison Weber at (502) 573-4606 or aweber@kde.state.ky.us.

An educator who finds an inaccurate listing may contact Janet Banta at (502) 573-4606 or jbanta@kde.state.ky.us to request a comparison with official records.

Talk to us!

Teachers: Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



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66 Kentucky teachers earn national certification in 2001

Sixty-six Kentucky teachers took and passed a rigorous process to earn certification by the National Board for Professional Teaching Standards (NBPTS) during 2000-01. According to the state's Education Professional Standards Board, Kentucky now has 145 teachers with NBPTS certification.

Candidates for this credential develop portfolios demonstrating their teaching and their students' work, and they complete a daylong assessment center process. NBPTS evaluates teachers on their content knowledge, effectiveness in teaching, and ability to manage and measure student learning. Candidates generally spend 200-300 hours completing the certification process while continuing to teach full-time.

In 2000, the Kentucky General Assembly provided incentives to support experienced teachers pursuing national board certification. These incentives include a \$400 stipend and five release days during the school year for them to work on their portfolios and prepare for the assessments and, for successful candidates, a 75 percent reimbursement of the \$2,300 application fee and a \$2,000 annual salary supplement.

Kentucky's goal is to have at least one NBPTS-certified teacher in every public school by 2020.

For more information, including state-by-state lists of teachers with NBPTS certification, visit www.nbpts.org on the Internet. (Note: The site lists 141 NBPTS-certified teachers for Kentucky. Four others who now teach in Kentucky are listed with the states in which they taught when they received national certification.) Information is also available from Kevin Skeeters of the Education Professional Standards Board. Phone (502) 573-4606 or send e-mail to kskeeter@kde.state.ky.us.

Beijing to host two education conferences

Education professionals from the U.S and China will gather for two conferences in Beijing in July to exchange ideas and best practices in K-12 education:

- The First China-U.S. Conference on Physical Education – July 16-19
- The Sixth China-U.S. Conference on Education, July 24-27

Deadlines have passed for submitting papers and presentation proposals for these conferences, but organizers encourage interested professionals in Kentucky to contact them immediately to inquire about deadline extensions.

For details about the conferences and related travel and lodging packages, contact Global Interactions at (602) 906-8886, check the Web at www.globalinteractions.org, or send e-mail to info@globalinteractions.org.



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Bulletin Board

By Joy Barr
Kentucky Department of Education

Stock Market Game training available online

The Kentucky Council on Economic Education offers Stock Market Game training for teachers through online professional development offered by the Kentucky Virtual High School (www.kvhs.org). The game is an investment education tool that can be integrated into most core content areas for students in grades 5 through 12. The cost of the online session is \$100.

For information about the training, contact the council at (502) 893-4229 or info@econky.win.net. For information about Kentucky Virtual High School professional development courses, contact Bob Fortney at bfortney@kvhs.org.

KYSPRA spring retreat set for April

This year's Kentucky School Public Relations Association spring retreat will be April 25 and 26 at the Marriott Griffin Gate Resort in Lexington. Deadline for registration and room reservations is April 1. A fee of \$50 for members and \$75 for non-members covers participation and three meals.

To register or request details, go to www.kyspra.com online or contact Lauren Roberts, Jefferson County Public Schools, at (502) 485-3357 or lroberts1@jefferson.k12.ky.us.

Science Center has health education program

The After School Physical Improvement Regional Effort (ASPIRE) invites Kentucky middle schools to send up to 100 students each to the Louisville Science Center to increase their knowledge about cardiovascular and physical health. A daylong program includes access to the new life sciences, health and wellness exhibit "The World Within Us"; viewing of the IMAX film "The Human Body"; a hands-on cardiovascular laboratory experiment; a physical activity of yoga, dance or kickboxing; and a healthful snack.

For more information, contact Lindsey Tucker at the Louisville Science Center at (502) 561-6100 or lindseyt@louky.org, or visit www.louisvillescience.org on the Internet.

New exhibit looks at 200 years of fashion

The Kentucky History Center in Frankfort features a new exhibit, "A Dressing Change: Clothing and Fashion in Kentucky," on view from Feb. 23 through June 9. The exhibit illustrates how fashion has changed over the past 200 years and explores the factors that led to those changes, from technological innovations to evolving gender roles. The exhibit includes interactive elements.

To schedule a school group visit, contact Carol McGurk at (502) 564-1792, ext. 4416, or carol.mcgurk@mail.state.ky.us. Learn more about the History Center by visiting the Kentucky Historical Society's Web site at www.kyhistory.org.

Arts education showcases set for March

The Kentucky Center for the Arts has planned arts education showcases at several sites in March. These one-day events familiarize Kentucky educators with performing and visual artists, arts organizations and cultural institutions available as resources for schools. Participants will see stage performances and exhibits and receive an arts education resource directory. The registration fee is \$7 per person.

The showcases will take place at the following sites:

- March 6 - Bomhard Theatre, Louisville
- March 11 - Singletary Center for the Arts, Lexington
- March 12 - Thomas More College, Crestview Hills
- March 13 - RiverPark Center, Owensboro
- March 15 - Ashland Community College, Ashland
- March 18 - Appalshop, Whitesburg
- March 25 - Western Kentucky University, Bowling Green

Showcase planners have mailed registration brochures to all school principals. For additional brochures, contact Jeffrey Jamner at (502) 562-0703 or jjamner@kca.org. For information and a registration form, view www.kentuckycenter.org/education/artseducation.asp on the Web.

Vietnam Veterans Memorial Fund is recruiting teacher-ambassadors

In conjunction with the 20th anniversary of The Wall, the national memorial to those who served with the U.S. Armed Forces in Vietnam, the Vietnam Veterans Memorial Fund hopes to recruit two teachers from each state to serve as ambassadors in their home states. Selected teachers will receive an all-expense-paid trip to Washington D.C. for a four-day conference on creative ways to teach students about Vietnam-era history. The teachers will then share what they learn with other teachers in their home states.

The application deadline is March 22. For details, visit www.vvmf.org online. To ask questions or obtain an application, contact the Memorial Fund at (202) 393-0090 or tedwards@vvmf.org.

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Kentucky Teacher

News for the Nation's Most Innovative Educators

FEBRUARY 2002

Kentucky Teacher

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Photo by Rick McComb

NATURAL ATTRACTION – Eric Burman explores the mysteries of magnetism at Audubon Traditional Elementary School in Jefferson County. He and his primary classmates are getting off to a good start toward learning what they need to know in science. For details, see Page 5.

“Those of us with the good fortune to be living and working in Kentucky know how far we’ve come in our efforts to improve our public schools. In the past few months, two thorough and unbiased analyses of the nation’s schools have given high marks to our efforts — and our results.”

Education Commissioner Gene Wilhoit on Kentucky's positive showing in two recent national reports. See Page 2.

Kentucky Department of Education

Gene Wilhoit, Commissioner

Visit the Kentucky Department of Education's Web site: www.kentuckyschools.org